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ABSTRACT

This document presents the proceedings of an institute for 26 newly appointed junior college academic deans from 8 southeastern states. The 4-day institute included speeches on the general role of the academic dean and the role of the dean in educational change and improvement, and simulation experiences in which the deans coped with hypothetical problems that are likely to come up in their actual jobs. The overall response to the institute was positive, and many of the participants expressed an interest in participating in a similar conference in the future. (HS)

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NEW ACADEMIC DEANS

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NEW ACADEMIC DEANS

Proceedings of an Institute for Newly
Appointed Academic Deans

Institute of Higher Education
University of Florida
Gainesville

Editor - John Andes

Under a Grant Received from W. K. Kellogg Foundation

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INTRODUCTION

Twenty-six newly appointed Junior College deans from eight southeastern states participated in the August, 1968 Institute held at the Ramada Inn in Gainesville, Florida.

The University of Florida was the host institution and provided the leadership for the Institute. The Institute for Newly Appointed Academic Deans was financed by a grant from the W. K. Kellogg Foundation. Program consultants were from Florida State University, Florida Atlantic University, and Lee College, Baytown, Texas.

PROGRAM

Sunday, August 11, 1968

12:00 - 6:30 p.m.	Check-in and Registration
6:30 p.m.	Presiding: Dr. W. A. LaVire Welcome by: Dr. Frederick Conner Dinner meeting Address: Dr. Raymond Schultz

Monday, August 12, 1968

9:00 - 9:30 a.m.	Presiding: Dr. Robert Wiegman Orientation
9:30 a.m.	Coffee
9:45 - 11:45 a.m.	Simulated Materials (Academic Dean)
11:45 a.m. - 1:00 p.m.	Luncheon - Individual
1:00 - 2:30 p.m.	Simulated Materials (Academic Dean)
2:30 p.m.	Coffee
2:45 - 4:30 p.m.	Simulated Materials (Academic Dean)

Tuesday, August 13, 1968

9:00 - 10:00 a.m.	Presiding: Dr. W. A. LaVire Address: Dr. Robert Wiegman
10:00 - 10:20 a.m.	Coffee
10:20 - 11:30 a.m.	Small Group Discussion Regarding Address
11:30 a.m. - 1:00 p.m.	Luncheon - Individual
1:00 - 1:20 p.m.	Presiding: Dr. Robert Wiegman Simulated Situations (Academic Dean)
1:20 - 2:20 p.m.	Discussion (Small Groups)
2:20 - 2:35 p.m.	Coffee

2:35 - 3:00 p.m.	Simulated Situations (Academic Dean)
3:00 - 4:00 p.m.	Discussion (Small Groups)
4:00 - 4:45 p.m.	Report Back on Discussion

Wednesday, August 14, 1968

9:00 - 10:30 a.m.	Presiding: Dr. James Wattenbarger Panel: Your Questions
10:30 - 11:30 a.m.	Wrap-up and Adjournment

PERSONNEL OF THE CONFERENCE

Dr. W. A. LaVire, Director of Institute,	University of Florida Gainesville, Florida
Dr. Frederick W. Conner	University of Florida Gainesville, Florida
Dr. Maurice L. Litton	Florida State University Tallahassee, Florida
Dr. E. L. Kurth	University of Florida Gainesville, Florida

Consultants:

Dr. John Andes	University of Florida Gainesville, Florida
Dr. J. P. McWilliams	Lee College Baytown, Texas
Dr. Raymond E. Schultz	Florida State University Tallahassee, Florida
Dr. James L. Wattenbarger	University of Florida Gainesville, Florida
Dr. Robert R. Wiegman	Florida Atlantic University Boca Raton, Florida

JUDGING AN ACADEMIC DEAN

THE DEAN'S ROLE: NO ASSIGNMENT FOR THE FAINT HEARTED

Raymond E. Schultz
Professor of Higher Education
Florida State University

The assignment given me for this opening session was to provide an overall framework or setting for the conference. To accomplish this I decided to follow a pattern that seemed effective in an address I made at the opening meeting of a previous institute for newly appointed deans held at Florida State University in 1966. Namely, I have cast myself in the role of a member of an accreditation visitation team with the assignment of evaluating the dean's leadership. Preparatory to the visit I would develop a guide to aid in carrying out my assignment. It would include, but not be limited to, the following areas for which you have leadership responsibilities; (1) the instructional program, (2) the curriculum, and (3) personnel administration.

Under each of these headings I would list a series of questions to which answers would be sought. The conclusions reached relative to these questions would determine my judgment of you as

an academic dean. (Some may object to the term "academic" on the basis that it implies reference to a dean's responsibility for only the transfer program. I use it in a generic sense meaning responsibility for all instructional programs.) What follows are the questions to which I would seek answers, the types of evidence I would solicit to answer each question, and the criteria on which I would base my conclusions.

Questions Relative to the Instructional Program

1. Are the faculty qualified for their assigned duties?

I would review three types of evidence in seeking an answer to this question: (a) their formal preparation, (b) their informal preparation, and (c) the recency of their preparation.

With respect to their formal preparation I would be more interested in the relationship of their course background -- undergraduate as well as graduate -- for their teaching assignments than the degrees they possessed. Standard Five of the Southern Association of Colleges and Schools states that all teaching faculty members should have master's degree specialization in the fields which they teach. It is a matter of interpretation as to what constitutes master's degree specialization in a teaching field. The interpretation most frequently applied is 18 semester or 27 quarter graduate credit hours. Note that this Standard does not prescribe a designated graduate major in the teaching field. This provides for the broader preparation in areas such as the biological sciences or the humanities which is frequently preferable for junior

college faculty assignments. Exceptions to the requirement for a graduate degree are allowed in Standard Five for faculty members who possess special competency in their field. The Standard states, "In the creative or applied arts or in any highly specialized professional or technical field, evidence of professional competency in the area of specialization is recognized and may be accepted in lieu of advanced degrees." This provides for the recognition of informal preparation in judging faculty competency. While individual justification is required for each faculty member in this category, this is not difficult to establish. Such information circulated among a faculty can do much to bring understanding and acceptance by those with standard academic pedigree of their colleagues who are equally well qualified but have attained their preparation by other means.

I would want to know the recency of preparation -- especially for instructors in fields that are changing rapidly. This includes, in addition to certain academic areas, most occupational fields. The evidence sought would not be limited to formal coursework. Some faculty members keep themselves professionally updated by such means as travel, independent study, and summer employment. The latter can be an especially effective method for instructors in occupational fields.

With respect to formal preparation, I cannot resist

saying that the number of doctoral degree holders on your faculty would not be an important consideration to me. Further, I would want to satisfy myself that any you might have were not washouts from senior colleges. I have seen enough instances of this to make me suspicious. Some junior college presidents seem so obsessed with employing faculty members who possess doctorates that they fail to assess other qualifications of such individuals.

2. What provisions are made for faculty professional growth? I would expect your faculty in-service improvement program to include several types of activities. One would be faculty meetings planned and conducted jointly by you and representatives of the faculty. To dispense with faculty meetings because they are ineffective is reaching the wrong conclusion in my opinion. If they are ineffective, it is likely because they lack focus, direction, and a sense of purpose. Faculty involvement in planning and conducting such meetings can do much to have them serve as an important vehicle for professional development. These meetings, whether of the total faculty or segments thereof, should make use of the expertise within the faculty as well as outside consultants -- both general and special. My view is that deans frequently overlook a good bet in not making more use of special consultants to work with divisions or other segments of the faculty. A visitation program encompassing other junior colleges, senior institutions,

and in the case of occupational instructors, to the field where the work of their specialty is performed, constitutes another potentially effective means of faculty improvement and professional growth.

If a dean made it possible for his faculty to attend all of the professional and scholarly meetings from which they might benefit, he would bankrupt the institution and have no one on campus to teach classes. At the same time, it is important that junior college faculty members not be cut off from their professional roots. Affiliation with professional and scholarly associations in their field helps them to prevent this from happening. Providing the faculty with inducements in the form of professional leave and expenses to attend such meetings encourages their maintaining such affiliations. Since funds for this purpose are always limited, in the interest of morale an equitable method of distribution needs to be devised. At the same time, sufficient leeway should be maintained so that special assistance can be provided faculty who are elected to offices or receive some other type of special recognition or significant assignment in a professional or scholarly organization.

Long-term leaves for professional study are an accepted part of our profession and not without good reason. I would expect you to have provisions for them. Yet, they are a mixed blessing. Not infrequently they are the avenue through which a faculty member

matriculates to another position. While this is a fact of academic life, you, as Dean owe the institution certain protections when institutional funds are involved. These include approval of the studies pursued and a required period of service or repayment of the support provided if the service requirement is not fulfilled.

3. Is the faculty committed to the institution's purposes? Probably the best single measure of whether an institution is realizing its avowed purposes is the degree to which the faculty is committed to them. This is a consideration of major importance for a comprehensive community junior college. No doubt you frequently find it necessary to employ faculty who, while qualified for their specific duties, have little commitment to or even understanding of your institution's purposes.

Your faculty in-service program should give attention to this matter. One way of doing this has been mentioned, namely, through faculty meetings using both your staff and outside consultants as resource people. It may be possible to occasionally have a university extension course offered on your campus for this purpose. A less formal procedure is to provide the faculty with professional literature. A group subscription to the Junior College Journal is excellent for this purpose. The annual group rate for the Journal was recently reduced to $ 1.00 per person. This is a real bargain!

4. Is balance and variety represented in the backgrounds of faculty? To answer this question I would note the colleges and

universities which the faculty attended -- both as graduate and undergraduate students -- parts of the country where they have lived, their age distribution, and types of experiences which they have had. I would hope the faculty was diversified in all of these respects. A college needs the new ideas which recent graduates bring as well as the stability and maturity of those with experience -- a balance that is not always easy to maintain.

5. How is the faculty organized for instructional purposes? To answer this question I would first study your institution's organizational chart. It would be a black mark against you if I found numerous two- or three-member departments. A good plan for the two-year college is to organize into instructional divisions. Four or five is a sufficient number with departments operating under these divisions where further subdivision seems needed.

Next, I would attempt to ascertain the leadership responsibilities that are assigned division and/or department chairmen. A dean by himself certainly cannot provide all of the leadership needed to develop a strong and effective educational program. He must depend upon his division and/or department chairmen to carry major responsibility for curriculum development, instructional improvement, faculty selection and the numerous details that must be attended to. It should be made clear to these chairmen when they are selected what is expected of them. If they fail to perform these duties they should be replaced. This may not be easy but it

is part of what a dean is paid to do.

6. Are faculty loads conducive to quality instruction? Note that the term "faculty" rather than "teaching" load is used. The difference can be substantial in that the former term refers to the sum total of activities in which a faculty member participates whereas the latter implies only his classroom duties.

The Southern Association accreditation standards wisely do not specify what constitutes a faculty work or teaching load. Standard Five states that the components of the work load of faculty members will vary from institution to institution, among divisions within a single institution, and between individual faculty members within a division. However, the Standard further states that each institution should have a concrete plan for the determination and distribution of work loads that is both reasonable and equitable with the maintenance of scholastic quality being the basic criterion.

Hopefully, the time is past when junior college deans operate on the assumption that 15 semester hours constitute a normal teaching load. Too many factors other than classroom contact hours are involved. I would assess the extent to which your plan for determining faculty loads takes into account (a) the number of preparations (b) the weekly student load, (c) experience, and (d) non-instructional assignments such as the student advisement load, extra-curricular responsibilities, and major committee assignments.

This area is going to be more difficult for deans in the years ahead. Faculty organizations and professional groups are beginning to establish criteria for determining faculty load. It can be expected that their involvement in this area will continue. These efforts will be to reduce faculty loads leaving less and less discretion to administrators. You had better get prepared for some battles in this area.

Relative to this matter of teaching load, I have some definite views on the assignment of beginning instructors. It is my observation that frequently we give novices in the profession the most difficult assignments they will ever encounter at the time they are least prepared for them. This is apt to force the beginner into a pattern of inferior teaching -- a pattern that is likely to persist. Also, he may become disillusioned when a more realistic assignment and assistance at the onset might have resulted in his developing into an effective and enthusiastic faculty member.

7. What means are employed to promote instructional improvement? While this question is closely related to some already discussed, it is of such importance that I would single it out for special attention. I would, for example, want to know the procedures that are employed to evaluate instruction. While I would want to know how the results of such evaluation are used in reaching decisions on whether to retain and promote faculty members, I would be even more interested in knowing how the results are used to promote improvement.

Many deans are dissatisfied with the results of their efforts in this area. I have reached the conclusion that a program of instructional improvement to even approach its potential must involve the faculty in a more significant way than is now normally the case. This involvement should begin with the formulation of a faculty committee chosen partly by the faculty and partly by the dean who serves as an ex officio member. That committee is charged with the responsibility both for developing and implementing the "Instructional Improvement Program" for the college. If classroom visitations are involved, members of this committee probably would make them. In this respect, portable video-recorders have reached the stage of development and accessibility where they can largely replace the need for direct classroom observation.

I would hope that this committee utilizes student evaluation. There are aspects of instruction that students can best judge. These include how well the instructor presents his course, the interest which he generates on the part of students, when significant learning is occurring, and the extent to which students already know what is being taught. By contrast, students are not able to make valid judgments as to the importance of a given course in the curriculum, the knowledge of the instructor, or the appropriateness of the content in a course. These are matters on which an instructor's departmental colleagues are in much better position to pass judgment. Further, student evaluations of instructors can

be overdone as is the case when students formally evaluate each faculty member in each course, each term. In my view, student evaluations should be obtained systematically on relatively inexperienced faculty members -- by that I mean from one or two classes a term over the first year or two. Beyond that, periodic evaluations once every year or two involving the entire faculty -- should suffice. This does not rule out their more frequent voluntary use by individual faculty members.

There is every reason to expect that the loss of patience by students in one senior college after another over the inferior instruction they are receiving will permeate to junior colleges unless serious efforts are made to maintain quality teaching. Undergraduate students at Florida State University have initiated and gained administrative approval of their own program of faculty evaluation. They publish and sell the results. This has been and is occurring in other senior colleges. For an excellent treatment of this topic I recommend the section of the recent book edited by Calvin B. T. Lee, Improving College and University Teaching, entitled "The Evaluation of Teaching Performance", pp. 259 - 343.

Questions Relating to the Curriculum

1. Do the programs offered reflect the stated purpose of the institution? This is the first question I would pose relative to your curriculum. Integrity is at least as important for an educational institution as it is for any other agency that offers services to the public. The Southern Association underscores this fact in the very first of its accreditation standards. Standard One states that an institution's integrity is measured in terms of its conscientious endeavor to fulfill its stated purposes. If the catalog states that yours is a comprehensive institution offering programs that lead to employment, transfer to senior college, and continuing education for adults, I would expect to find clearly defined programs in each of those areas. It is your responsibility, as the chief educational officer to see that the college's stated purposes and programs are correlated.

2. Does the curriculum reflect the admissions policy of the institution? An educational institution has an obligation to offer programs that are realistic in terms of who it admits. It is nothing short of professional dishonesty to admit large numbers of students to courses and programs which any knowledgeable person could predict in advance few will successfully complete. I would most certainly ascertain what the situation is at your institution in this respect. To this I would, among other things, assess failure

rates for courses and drop-out rates for programs.

A junior college with an open-door policy must offer a variety of programs -- some offering college credit and others not. I am very pleased to see that increasingly such institutions are placing poorly qualified students in special programs though most of these programs are improperly conceived in my opinion. A provocative report was recently published on this topic jointly by the American Association of Junior Colleges and the ERIC Clearinghouse for Junior College Information. It is entitled Salvage, Redirection, or Custody? Remedial Education in the Community Junior College and is authored by John Roueche.

Providing appropriate opportunities for the advanced students who enter an open-door college is at least as important as making adequate provisions for those with deficiencies. Only recently have more than a few junior colleges given serious attention to this group of students. Yet measures such as honors courses, advanced placement, exemption examinations and special recognition are, if anything, more important for these institutions than they are for senior colleges. Hence, I would certainly inquire into what your college is doing for its best students.

An excellent source of ideas for meeting the educational needs of advanced students is the series of newsletters published by the Inter-University Committee for the Superior Student entitled The Superior Student. The entire series is available in microfilm from Microfilms Inc., Ann Arbor, Michigan. Originals of some issues can still be pur-

chased for 20 cents per copy from Professor Walter Weir, Honors Center, Norlin Library, University of Colorado. The report from the Honors Institute sponsored in June of this year by Phi Theta Kappa and held on the campus of Endicott Junior College, Beverly, Massachusetts, should be very helpful when it becomes available in the near future. Joseph Cohen's book The Superior Student in American Higher Education: An Analysis of Honor Programs is another good reference on this topic.

3. Is there a clearly defined program of general-liberal studies? The terms "general education" and "liberal arts education" have lost their original distinct meanings. That is why I choose to use hybred term. Here I would look for two things: (a) a clear and realistic statement of objectives, and (b) delineation of required courses and other learning experiences that bear a clear relationship to the stated objectives. It is not uncommon to find a major discrepancy between the stated objectives of a general-liberal studies program and the educational experiences prescribed for attaining them.

I would also determine if there are different requirements for students pursuing occupational curriculums from those in the transfer program. The general-liberal studies requirement for transfer students should be the more extensive since those students can devote a major portion of their first two years to that end. By contrast, students in occupational programs must devote much of their time to developing occupational competency. Before leaving this topic, I feel compelled to say that most junior college programs of general-liberal

studies reflect lack of imagination and serious thought in their development.

4. Is the curriculum tight? In seeking to answer this question I would assess (a) the appropriateness of the courses for each program, (b) the frequency with which courses listed in the catalog are offered, (c) enrollments of individual courses over a period of time, (d) evidence of duplication of courses, and (e) courses which have been added and dropped over the past year.

I would look especially hard at the transfer program. It should not include highly specialized courses that are typically required as upper division courses for majors in senior colleges. An inspection of junior college catalogs provides some eye-openers in this respect. In one junior college catalog, as an example, I found two history courses on the Civil War. Chances are remote that a student will be given credit for such a course after transferring. Further, enrollments in such courses are likely to be small making them expensive offerings. Finally, such a practice results in justified criticism from senior colleges.

As for course duplications, I would ascertain the extent to which two departments or divisions offer essentially the same course. If much of this exists I would view it as a lack of good administration on your part. A course should be offered in the department which is its most logical home in terms of the content. For example, all mathematics courses should be listed in the mathematics offerings rather than have them scattered. This does

not preclude staffing a given course with an instructor whose primary assignment is in another area. Further, it does not rule out the joint development of foundation courses for occupational programs.

I would inquire into procedures for adding and dropping courses and programs. Those provisions provide a good clue as to whether an institution is maintaining a tight curriculum. While the department in which a new course is to be offered and the curriculum committee and/or faculty senate should act upon such requests, the dean (representing the president) should exercise final approval.

One finds procedures for adding courses and programs much more frequently than for dropping them. The latter is necessary, however, if a tight curriculum is to be maintained. We owe it to students to specify in the college bulletin the frequency with which courses are offered and that commitment should be honored. At the same time, few colleges can afford the luxury of a large number of classes with enrollments of less than 10 or 15 students. This gives a clue as to where pruning should be undertaken. In the cases of courses required for transfer and for occupational curriculums, exceptions to minimum enrollment policies are occasionally needed. As dean, you rather than the division or department chairman should exercise the final decision on these exceptions.

The same applies to small sections of multi-sectioned courses.

5. Are courses well organized? I would expect to find an up-to-date plan on file for each course listed in the catalog. These plans should contain more than a table of contents from a text. I would look for (a) a clear and specific statement of course objectives, (b) identification of the text and/or other instructional materials used for the course, (c) a description of the instructional methods employed for the course, and (d) descriptions and/or samples of evaluative instruments used to assess student achievement.

6. Is innovation encouraged? This I would look for both in teaching and the curriculum. What I found would weigh heavily in my evaluation of you as a dean. I would hope to find the faculty being encouraged to formulate and test ideas that offer promise as ways to better educate students. Further, I would expect to find you employing faculty who are interested in innovating. Finally, I would hope that you give recognition to those who make contributions by this means. An admonition is in order here, however. Too frequently those who promote as well as those who undertake an innovation assume at the onset that it must prove successful. This misses the whole point of innovation which is to formulate and test ideas. The result of each effort needs to be evaluated honestly and without defensiveness. When this is done, and an innovation does not warrant being adopted, it should be discontinued. A .300 batting average is as good in educational innovations as it is in baseball.

Several good references on experimental and innovative programs are included in the bibliography which will be provided to you. They include B. Lamar Johnson's monograph entitled Islands of Innovation which he is in the process of updating, the book edited by W. Hugh Stickler entitled Experimental Colleges, and a recent issue of the Junior College Research Review, Vol. I, No. 5, entitled "Experimental Programs in Junior Colleges."

Personnel Administration

While the college president is very much involved in personnel administration, as academic dean you have major responsibility for policy formulation and administration in this area. Several points relating to personnel administration have been covered. Following are some others into which I would inquire.

1. What provisions are there for faculty involvement in policy formulation? As a beginning, I would examine the committee structure of your institution. In doing this I would have two points in mind. First, the number of committees and the ratio of "standing" to "ad hoc" committees. I would hope to find relatively few standing committees -- hopefully not over five or six -- with use made of ad hoc committees as needed. Second, I would determine the extent to which committees are involved in policy formulation as contrasted to policy execution. Too often committees are used to carry out distasteful tasks rather than

recommend policy. Policy execution is an administrative function and should be carried out by those in administrative roles.

A good deal of the growing faculty unrest is focused on faculty involvement in policy formulation. It is hardly an exaggeration to say that the rules in this area are being rewritten. The concept of an administrator as one who possesses "power over" others is fast disappearing. The days of the despot -- even the benevolent one -- are all but gone. A new set of relationships is emerging between faculty and administration. What their final form will be is still too early to say with certainty. While the administrator will not be displaced, his role is undergoing a transformation. He will make less unilateral decisions and be involved in more group decisions. This requires more, not less, leadership ability than in the past.

Among the numerous recent treatments of this topic three warrant mention here. First is a set of proposed guidelines for faculty involvement in policy formulation growing out of a study committee of the AAJC Commission on Administration. Those guidelines were published in the September, 1966, issue of the Junior College Journal as part of an article by Robert Lahti entitled, "A Faculty Role in Policy Formulation." Second is the "Statement on Government of Colleges and Universities" appearing in the Winter 1966 issue of the AAUP Bulletin. That statement was jointly formulated by AAUP, the American Council

on Education, and the Association of Governing Boards of Universities and Colleges. Third is the report of the American Association for Higher Education Task Force on Faculty Representation and Academic Negotiations and entitled Faculty Participation in Academic Governance. The report contains a policy statement by a Task Force of professors on their role, as seen by them, in the governance of institutions of higher education. That Task Force conducted extensive field investigations on college and university campuses -- including junior colleges.

2. Is there a written statement on academic freedom? Standard Five of the Southern Association Standards specifies that such a statement be on record -- and with good reason. There are pressures for freedom of speech on the one hand and pressures for thought control on the other. In this situation a well formulated policy on academic freedoms affords protection both to faculty and the institution. It is extremely important that the statement be formulated in the absence of a crisis relating to academic freedom. The chances are against formulating a sound policy when threat and duress are present.

3. Is there good faculty morale? I would weigh this matter heavily in evaluating your leadership as a dean. Many of the points already discussed bear on morale. Evidence of good morale would be reflected by mutual trust and respect among the faculty and between them and the administration.

There is no precise prescription for obtaining and maintaining good morale. However, there are conditions which contribute to that end. An administrator will have faculty respect and loyalty when he uses his position to gain improvements for the faculty and supports them; also, when he takes advantage of the many opportunities to recognize accomplishments of the faculty and be a genuine human being in his relations with them, showing sympathy and offering assistance in their times of need. Faculty will identify with a dean who exhibits intellectual vitality; and by contrast, have little respect for one who is an intellectual "clod."

Another way that a dean promotes good morale is by setting a high level of expectation as opposed to imposing on faculty a long list of rules and regulations. A faculty considers themselves professionals and expects to be treated as such. They resent, for example, being told when they must arrive on campus and when they can leave. However, it should be made very clear that they are expected to meet their classes and fulfill other obligations such as holding office hours when students are on campus and take seriously committee assignments. They expect this and will support a dean who does not retain the few who fail to fulfill their responsibilities.

Effective communications are basic to good morale. There are numerous devices for maintaining effective communications. An

essential consideration is that whenever possible the faculty be informed on matters of fundamental importance to them and the college before they hear them by the "grape vine", on the evening news, or read them in the paper.

The impact of "non-verbal" communication on morale is more important than generally realized. There are no rules for managing non-verbal communication. It almost seems that attempts to employ rules in this area are self-defeating. The following excerpt from an article entitled The Unvoiced Message illustrates the subtleties of non-verbal communications.

> *You meet John Anderson ... in his office by appointment. You arrive on time; his secretary says that he is busy but will see you in a few minutes. He is alone in his office, and, as you wait in the outer office, you note that no lights are glowing on the receptionist's switchboard. Anderson is not on the phone. Yet you wait fifteen minutes until he buzzes his secretary to have her usher you into his office ... He reaches across the desk to shake hands with you, declares that he is happy to meet you, and asks "What can I do for you, Mr. X?" ... You begin to realize more fully the significance of the fifteen-minute wait in the outer office. You recall that, instead of coming to the door himself,*

he buzzed his secretary to bring you in. The omission of any apology for keeping you waiting fits the rest of the picture. When your conversation is finished, Anderson stands -- but still behind his barricade -- smiles at you, perhaps a bit too suave, and tells you, "Feel free to drop in any time at all. I'm always glad to help the cause of education." You notice his stealthy glance at his watch and the slight tightening of the corners of his mouth. These barely detectable movements betray his impatience and fear lest you commit the blunder of prolonging the interview after he has decided to terminate it.

Conclusions

In closing, let me repeat that I make no claim to have touched upon all of the points that should be considered in judging an academic dean. Hopefully my remarks underscore the fact that as the chief academic officer you, more than any other individual of your college, are the key to the type of educational institution it will be. If the dean's role ever lacked excitement and challenge, it certainly is not in 1968 in the midst of the greatest social revolution in over a century.

THE TIME TO ACT IS NOW!

Robert Wiegman, Dean
College of Education
Florida Atlantic University

What is required in order to make the comprehensive community junior college -- the dream of educators such as Koos, Eells, Wattenbarger, and Gleazer, a reality?

If one word could answer this question, it would be "change." There must be change in the physical plant, in the arrangement and location of buildings, in the size and number of classrooms, in the size and plan of the libraries, and in the dimensions and plans of the corridors. There must be change in the offerings, both classroom and non-classroom. There must be change in the attitudes of personnel and in the techniques of teaching.

I believe that the first and crucial question which each and every junior college must face and answer is, "Do we want to change?" If the answer is "Yes," positive action demands that plans be drafted and discussed in detail with the total personnel, for success will depend in large measure upon

each group and each person understanding their specific roles and the way each role relates to the entire design.

The needed changes, as I see them, will fall roughly into three categories -- the total offerings, the physical plant, and the personnel. Let us spend a few moments in discussing each in the order indicated.

Total Offerings

Classroom offerings should be carefully checked as to the current value of the content of each course. Young people today will "buy" only those things which they think are relevant to their lives; therefore, curriculums should be reorganized to center on the problems of young people and of mankind in general. In thinking about courses and learning, the important thing to me is that subject matter in itself is important, but our major concern should be with what the subject can do to, and for, a student, and what it will enable him to do with his life.

One of the greatest needs for change is in the area of non-classroom offerings. Such experiences must no longer be incidental or limited to organizational activities or special programs. They should permeate every building and the farthest corners of the campus, and into the community -- wherever students congregate and manifest their needs. All students

must be involved -- peer groups, student-teacher groups, twosomes, or the entire student body. Opportunity should be given to the students to discuss current issues, problems, etc., which are important to them.

The corridor walls make excellent places for all kinds of interesting exhibits which contribute to the objectives of general education. Movies and concerts should be scheduled during the day. Students living off-campus often find it difficult to return for evening programs. If these programs have merit, then they should be offered at a time when the majority of the students can participate. I would use video tape -- a lot of it -- to record what goes on in these many activities. I would record what the participating students do and say, and how they look, and make these available to them so that they can see and hear themselves as others see and hear them. When this happens, I suspect that they are likely to be their own worst critics. They will see and hear the errors -- in dress, in speech, in thought, in attitudes. I suspect then, that they will talk about these errors in small groups, and make plans to correct them, and certainly this self-correction will be much more effective than teacher or counselor prompted corrections.

Physical Plant

First of all, the location must be attractive -- something to which the student can point with pride and say, "That's my college", and to which the community can point and say with equal pride, "That's our college."

I see carpets throughout the college; drapes in the library, cafeteria, and student center; indirect lighting; flower boxes and potted plants in strategically located places. The campus should provide places which have appeal for the students, places to which they will enjoy going, places which provide experiences and influences which will affect their whole lives for the better.

I hold that it is a part of the commitment of the junior college to see to it that the experiences of the college years on the total campus should be enjoyable and fruitful so that they might have a better chance of becoming part of a lifelong pattern of living.

When classroom space is considered, some of the new concepts of teaching must be taken into account. There must be more large lecture rooms, more small seminar rooms, more rooms set up to accommodate multi media, and consoles for programmed instruction. The laboratories and workshops must be properly located, pleasant, and well-equipped. The libraries must have more space and new planning which takes into account

the studies which have been made as to how students learn.

In my estimation, these changes in the physical plant are essential to the realization of our dream about the community junior college. I feel that they are sufficiently important to justify the cost. What do you think?

Personnel

First, I think that the service personnel (employees in the bookstore, in the cafeteria, the gardeners and yardmen, the custodians, and the operators of machinery all of whom have the opportunity and a responsibility to participate in the education of today's youth) should be given in-service training because for some of these people concern for the students will require a change in attitude. There are service personnel on some campuses today who couldn't care less about the students as long as they get their pay checks. Service personnel need to be trained to say, along with the airline stewardesses, "Welcome aboard. I've been schooled in courtesy and efficiency, and I'm ready to serve you whenever you need me. I'm never too busy to come when you call."

Consider the counselors who fill such a great need in the junior colleges where we have such a large percentage of the students coming with no well-defined plans for their educat on. I believe that changes should be effected in connection with

counseling personnel:

(1) There must be more of them.

(2) They must have better training. Too many teachers are being required to cope with guidance problems of students when their only qualification is the desire to help.

(3) There should be a better image for the guidance program, and better status for guidance workers.

(4) More help from business and industry is needed, and it is to be had for the asking. Business and industry are eager to give colleges the benefit of what they know about job opportunities and the necessary qualifications for them.

Teaching Personnel

Certainly teachers are the key factor in improving an institution's program. It is time for us to find out what kind of people do the teaching in our colleges, how they do it, whom they teach, and under what circumstances they teach. We are told that "lack of time" is their main professional problem. If this complaint were discounted by fifty percent, it would still pose vexing and far-reaching questions. The second circumstance is

that these teachers, most of whom have had little, if any, training specifically for junior college teaching, have had little or no training in how to present materials to be learned by such huge groups of students with such extremely heterogeneous capabilities and motivations. These teachers have not been taught how to provide an educational program based on such varying and special characteristics. As Garrison pointed out, "A burden is put upon them that they are not educated to bear," so they teach as they were taught, using materials that could be better read out of texts, or, worse yet, notes from their graduate studies!

One of the great needs is to provide in-service or summer training at the expense of the college by which the faculty can learn new arts in the management of intellectual activity.

Another need is for them to associate with other junior college teachers so that they can discuss their common problems.

A third need is a reduced teaching load. Their present loads leave them with little, if any, time or energy for keeping up with developments in their subject matter field, let alone the many out-of-classroom demands which are made upon them.

What kind of person is this overloaded junior college teacher? The typical teacher -- at least in the liberal arts

courses -- has a masters degree. He has had experience. He is student oriented, and naturally sensitive to the needs of students and is concerned about meeting their needs. His situation, his conditions of instruction, his aims, and his professional philosophical attitudes towards his task are markedly different from those of his four-year colleagues. He is in his own desire and view, a colleague in a new kind of collegiate effort as yet ill-defined, and in furious flux -- he is willing but frustrated. He is concerned about teaching his field of subject matter, but he is more concerned about helping a student develop a state of mind which will nurture lifelong learning, the ability to think, to make decisions, and to adjust and adapt.

And who is it that creates the situations and therefore many of the frustrations in which these teachers -- who are the key to quality -- work? You, the deans of instruction, are!

What are you going to do in your college this year to maximize the opportunity for good teaching to happen and to recognize and reward good teaching when it occurs?

SIMULATED MATERIALS FOR ACADEMIC DEANS

The newly appointed deans were given a packet of materials called "The In Basket Envelope F" which told them that they were Dean of the Southeastern Junior College located in a Regional City, that they had been out of town for a week, arrived back in at 4 o'clock in the afternoon, and had on their desk the following 22 memos which they were to process, indicating the action they would take, writing down everything they would decide to do including memos to themselves, the drafting of letters to secretaries, and the actual work that might be involved. The calendar for the month of November was enclosed, and they were to add additional commitments and appointments to this calendar. They were told that their wife expected them home for dinner within two hours. Therefore, they had two hours to attend to all 22 memos.

Some of the memos were from the president; some from the Dean's secretary, various faculty members and parents; some were memorandums giving notation of meetings and materials that would be needed. In other words, a general composite of the notations or memos that would come to a dean during the course

of a day or a week. These memos included grading, committee reports, request for faculty appointments, parking, library, questionnaires, public relations, and faculty leave.

The deans met later in the afternoon after they had completed their action individually on the 22 memos to discuss and share their actions. The actions taken were varied, but reflected two basic philosophies of the office of the dean. Some felt that the dean should make almost all decisions that were not reserved for the president. Most of the deans felt that decisions should be made at the lowest level possible, and most made an effort to include others even where they made the decision themselves. Several concepts were presented in the group discussion sessions that served as guides for most of the deans in their decision-making process.

The dean should support the faculty publicly even when he has some doubt about the validity of a teacher's position. Further action with the teacher would often be taken up privately, and would seek to preserve the teacher as an effective functioning unit of the college wherever possible, to improve the quality of the teacher's performance, and to give guidance where this was needed.

All action taken on the memos should be constructive and for the benefit and development of the faculty and the

students. The deans felt that they should consider theoretically, if not in reality, the views and the norms of the faculty and students of the institution.

Care should be taken to prevent overacting as well as underacting within a given situation. They must resist the temptation to show the authority of the office of dean or president; they must resist the temptation to straighten out a specific person or to ignore a particular situation.

Administrators, faculty and students should know and understand the policy and procedural arrangements within the college. This is more than handing out a booklet that has the words upon the pages. It involves group interaction led by the dean and president where the meaning and implications of the words are better understood and where faculty and students have an opportunity to participate, even in their modification.

Many of the problems on the memos resulted from poor or inaccurate communication, and the dean should begin to improve the communication patterns and networks and their effectiveness. This means the deans should consider the meaning that a faculty member would put on their words; the meaning that a student would interpret from the words; and the meaning that the community would interpret from their words. The necessity of understanding the informal communication pattern is all crucial.

The crucial area in planning and preventing many of the memos from even originating is found in an understanding of the nature and objectives of the Junior College. That will not only guide the decision and the action taken in a situation, but it also will prevent many of the issues from arriving at the dean's desk. A program of in-service education is one means of insuring a broader understanding of the nature and objectives of the specific Junior College.

The deans were quick to recognize that it is not always possible to know or anticipate all of the consequences in a specific action; but the administration and faculty should attempt to anticipate as many of the consequences as possible before making a decision and acting upon the decision. This means that the problem should be laid out in line with the program, nature and objectives of the Junior College, and the particular problem should be examined in light of the many interrelated situations around the problem.

The inclusion of division chairman and faculty members in decisions affecting them will increase their effectiveness in executing the decisions, and will increase the likelikhood that the decision will be more appropriate and will have less dysfunctional consequences. Meaningful participation by the faculty and division chairmen in decisions affecting them will increase their internal orientation and commitment not only to

the specific decision, but to the institution as well.

Responsibility and authority should be delegated concurrently whenever possible. It is not true that responsibility must rest at a higher level. Responsibility and authority should be interwoven so that division chairmen, faculty members and students are aware of the consequences of their decision and consider these consequences in arriving at their decisions. The mutual delegation of authority and responsibility also enhances the division chairmen, faculty members, and students' perception of themselves and of their position and increases the probability of personal and organizational growth.

These ideas represent the consensus of the comments of the deans in the various groups as they reported, and should not be taken as the opinion of any specific dean, nor the opinion of all the deans.

SIMULATED SITUATIONS FOR ACADEMIC DEANS

The Deans received two written simulated situations which are typical of many that will confront them. One situation was the case of a Division Chairman of Social Sciences whose grade distribution pattern was significantly different from the distribution patterns of the other divisions, and the Dean has decided to talk to him about it. The second situation was that of the case of a health and physical education teacher in the division. The Dean and the Division Chairman have agreed not to renew the contract which would mean granting tenure. She was employed three years ago. The simulated material contains her application blank and references. She has not functioned as the Dean and the Division Chairman had felt desirable; was unable, or did not set up a strong intramural program for the girls. She is pleasant, cooperative, accepts criticisms, makes corrections; however, she soon slips back into her old ways. She is in many ways a good faculty member, but the Dean and the Division Chairman have decided that she does not meet the full requirements for that which they would desire to have. Deans were then selected to play the part of the Dean, and the conferences of the Division Chairman and the teacher were acted out in front of the remainder of the newly

appointed Academic Deans using the technique of role playing.

Following the role playing demonstrations, the discussion of the situation and of the roles was held. Several concepts developed during the discussion of the two situations, and these concepts can be summarized in three areas: action prior to the conference, action during the conference, action after the conference.

For action prior to the conference. The Deans said that they should keep a written record of all conferences with faculty members where the duties of the faculty members were discussed. This file would be for the faculty members' as well as for the Deans' benefit, and faculty members should know what was in the file. The Deans also said they should be more specific as to the college objectives and the specific duties of the faculty member when he is hired. These should be in writing, and should also be in the faculty members' file. They would have an annual evaluation conference by the Dean or the Division Chairman with all faculty members, and a written summation of the evaluation would be maintained in the file. They felt that when talking to a faculty member the Division or Department Chairman should be present, especially in cases where dismissal or failure to renew a contract was involved.

Regarding the case of the faculty member to be dismissed, the Deans felt that they should be more careful about trusting letters of recommendation for hiring purposes, that personal verbal

checks using the telephone would be far more valid, and that a personal interview should precede any hiring of a faculty member.

Regarding the specific preparation for the conference, they would make prior arrangements for the time; and in a dismissal conference, they would make prior arrangements for the termination of the dismissal conference, even to having pre-arranged with the secretary to notify them of a meeting immediately following or some other means of insuring that the conference does not break down into a general gripe and complaint session. They would also plan in advance what they wish to say, and specifically how they would conclude the conference themselves, and that they should not drift when decisions need to be made. That if the decision needs to be made to rehire or not to rehire, they would not allow it to continue to the point where tenure was involved as an alternative to failure to rehire.

Action during the conference. They would be specific as to the reason for the conference, whether it was the discussing of difference in grade profile, or dismissal. They would seek to be fair, and to help the Division Chairman or the faculty member to feel they had been fair, and that they are holding the conference for the benefit and improvement of the faculty member or Division Chairman, as well as the reputation and integrity of the institution. They would have their say, and allow the faculty member and/or the Division Chairman to speak and make their statements to that which to them seems meaningful. Regarding a dismissed faculty member, they would

be honest to the person as to what they can and cannot say in any letter of recommendation, and indicate the necessity of this honesty.

In the case of the grade profile, the Deans felt that the Division Chairman may well be able to substantiate the difference in grade profile for his division, and that this should also be broken down by individual faculty members to see whether all of the faculty members have this grade profile or only one or two of the specific members.

Action following the conference. Following the conference on the dismissal or non-renewal of contract, they would write a follow-up with a written letter stating the dismissal or non-renewal to the faculty member, including dates of previous meetings with the faculty member in the area of evaluation, and the reasons for dismissal and non-renewal. They also stated that Deans should be very careful in future faculty selection, because most of these problems can be solved in being more discretionary in the selection, and not taking simply the first teacher that is available. In follow-up they would send a copy of the letter to the President and to the Division Chairman for information and for record.

SUMMARY

The Deans were asked to evaluate the Institute and their comments are summarized in the following statements:

1. I had doubts about the Institute being of any value to me before I came; now, how can I come next year?

2. The simulated materials and simulated situations were a reflection of the problems I will face and I hope I can do better in the real situation than I did in the simulated situations.

3. The small group discussions of the simulated materials gave me insight into how other deans act in similar situations.

4. I plan to continue the friendships I have made with deans from surrounding junior colleges.

5. This was the most realistic conference I have ever attended.

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